DOCUMENT RESUME

ED 096 224 SO 007 765

AUTHOR	Scardina, Florence
TITLE	Sexism in Textbooks in Pi sburgh Public Schools, Grades K-5.
INSTITUTION	KNOW, Inc., Pittsburgh, Pa.
PUB DATE	[72]
NOTE	20p.
AVAILABLE FROM	Know, Inc., P. O. Box 86031, Pittsburgh, Pennsylvania 15221 ($1.10)
EDRS PRICE	MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	*Educational Needs; Elementary Education; Females; *Feminism; Kindergarten; Language; Males; Mathematics; Reading; Science Curriculum; *Sex Discrimination; Sex Role; Social Studies; Textbook Bias; *Textbook Evaluation; *Womens Studies

ABSTRACT

Thirty-six textbooks used by the Pittsburgh public schools at grade levels K-5 were reviewed to see how they treat girls vs. boys and men vs. women. Language, reading, science, social studies, and mathematics texts were evaluated. Blatant sexism is found in all areas. Different ideas of behavior and mores are propagated for boys than for girls; words and pictures imply that men act in radically different ways from women, and that this difference is normal, natural, and socially valuable; males are encouraged to acquire a wide variety of skills and achievements, while the energy of the female population is directed into the kitchen and obstetrics ward. Among the recommendations are the following: (1) textbook departments and committees should pressure textbook publishers and demand meaningful constructive inclusion of more females as soon as possible; (2) librarians and teachers should be provided with bibliographies that include books presenting girls or women in a favorable manner; (3) libraries should be provided with as many books of this type as possible, and teachers should be urged to have all pupils read them, not just girls. A list of the books evaluated is included. (Author/RM)

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SEXISM IN TEXTBOOKS IN PITTSBURGH PUBLIC SCHOOLS GRADES K-5

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by
Florence Scardina

INTRODUCTION

Members of the East End Education Committee have reviewed thirty-six textbooks used by the Pittsburgh public schools. We wanted to see how girls vs. boys and men vs. women are treated in these books. We wanted to know how our children are being prepared for adulthood. They will be adults at a time when family size in this country is shrinking. Women will be free to work outside the home for most, or all, of their adult lives. Men will be freed of many financial burdens and will lose the authority over family activities that money traditionally gave them. Thus, men and women must recognize each other as equals.

A non-sexist society won't happen overnight, any more than a non-racist society happens instantaneously. But we must begin, and begin by eradicating sexist notions and practices in schools and the texts.

To begin, by sexism or sexist practices, we mean pre-judging a person because of sex. We mean propagating different ideas of behavior and mores for boys than for girls. We mean insisting by words and pictures that men act in radically different ways from women, and that this difference is normal, natural, and socially valuable. We mean limiting the aspirations of females while encouraging males to acquire a wide variety of skills and achievements.

There are hundreds of cliches which express sexist attitudes. Children hear them long before they go to school. Many have defined their sex roles and expectations quite narrowly before they enter first grade. Friends and family, television and books, are among the influences which have already begun the process of socialization. School texts have a special place in this process. They convey official approval. Children are compelled to attend school, and compelled to read the texts passed out there. Through the texts, society says, "To succeed, follow these written instructions."

What have we found? Blatant sexism: social studies books in which the main service women offer to a community is to be a hospital volunteer after age 40; science books where women are ignored and girls act as secretaries while boys conduct experiments; readers where females are the objects of male scorn and trickery. To expand on just one example. In a unit of a Scott-Foresman 5th

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grade reader called Vistas, "Conquests" are featured. Five men battle nature, usually with or against animals. Why only men? Women have swum the English Channel, solo-piloted over oceans, climbed mountains, raised wild lions, and many other things. To exclude women from this unit is to say, "Men are conquerors, or at least their conquests are valued by society." Without at least one female to identify with, a girl's hopes to climb, explore, investigate, or discover are crushed. By denying her aspirations to explore nature, the texts also stymie her budding interest in nature. We need all the naturalists, conservationists, and ecologists we can find. The world cannot afford to discriminate against women in this vital area. Yet, as we can see, textbooks encourage only boys to investigate nature. Using textbooks which limit aspirations of female students, it must be difficult to implement the recent memo sent by Dr. Kishkunas reaffirming a policy of equality of opportunity regardless of sex.

In this report we make several recommendations for specific changes in the content of the books. The Board of Education, in conjunction with the staff of the curriculum department, hold the power of the purse. Textbook departments and committees must pressure textbook publishers and demand meaningful constructive inclusion of more females as soon as possible. The Pittsburgh school system is a major market; we should insist on an equal number of non-sex-stereotyped role models for girls and boys in all new texts. Money talks to publishers.

In the meantime, provide bibliographies to librarians and teachers which include books that present girls or women in a favorable manner. Several lists are available; one of the best lists was compiled by Feminists on Childrens Media and is entitled "Little Miss Muffet Fights Back." Dr. Mary Molyneaux, who is the head of the curriculum department, received a copy of this bibliography last year. Provide libraries with as many books of this type as possible, and urge teachers to have all pupils read them, not just girls.

Our committee feels that it is urgent that we make additional use of the talents and energies of our female population beyond directing them into the kitchen and the obstetrics ward. In the coming years, there must be a concerted effort to improve motivational incentives for this underrated, under-encouraged fifty percent of the population. Grade school textbooks are a top priority for change, since they influence children at a most vulnerable and malleable stage of development.

Each member of our committee studies a specific area of the curriculum; as editor, Ms. Scardina reviewed at least one sample text from each area, in addition to her own area of study. We divided the curriculum into five areas: language, reading, science, social studies, and mathematics. This report summarizes our findings and conclusions.

LANGUAGE

Five language books were reviewed. Two are older books, published in 1960 and 1961. We hope they are no longer in general classroom use. Both fail to show any Blacks, and the girls and women involved always wear full-skirted dresses and bows or hats on their heads. In the third grade book, Enjoying English, 1961, there are 197 male pictures and 163 female pictures. Boys play vigorously with dogs; girls hold or feed cats or rabbits. Paul begins and is the main "character" in the first three units. Three units out of twelve concern girls; two others are male, and two units are shared.

On Page 6, in topics for discussion, number four suggests:

> What things have you made at home? Have you made a boat or a toy space ship? Have you made an airplane? Bring it to school.

While ideally this topic is for the entire class, boys and girls, we know that the toys mentioned are traditionally used by boys. Thus, girls who make things are left out of this suggestion.

On Page 21, the pupils are to make a "friendship book." The suggestions include:

1. What is your name?
2. What is your father's name?

Why did they exclude mother's name?

In dialogue, girls are portrayed as overly-emotional. They giggle too much; they scream; they cry. Girls play house and provide an audience for the boys' activities. Boys, on the other hand, talk seriously with Dad, and help people in trouble. They are courageous, strong, and innovative. Boys dominate class discussion and activities; they make better speeches and are very separatist; they are the officers in clubs and in the class.

Men swim, shine cars, make thoughtful comments on nature to sons, cook outdoors, and pack luggage into car trunks. Women cook supper, have parties, sew, and visit school in the afternoon; they obviously have no interests outside their home and family. How dull, how boring, how untrue!

Words Work For You, Grade 4, is no better. It is all white and suburban orientated. There are 148 males to 136 females. Sentences and exercises by or about boys outnumber those by or about girls in a greater than 2:1 ratio. The attitude of the authors can be summed up in the following incident:

The students read a play where brothers and sisters are trying to surprise their mother. The girls are trying to bake. The time is early America (wood stove, etc.). Afterwards, the teacher is instructed to ask: "What parts show that the boys act like real boys?" Answers: They argue, carry wood, solve problems, and tussle.

Then, on Page 203, we read: "Jeff's stories are always interesting." His story was about Sue, who tried to stand on a moving horse and fell into a mud puddle. So, Jeff writes interesting stories which mock girls'.

Men excel at many things: they are milkmen, policemen, plumbers, scientists, trainmen, professional bakers, and oystermen. Women are mothers who wash dishes and bake cookies, cakes, and bread for their families.

In the newer language books, blacks and browns (people) appear infrequently, but they do appear.

In New Directions in English, 4, 1970, there are 248 male pictures to 55 female pictures, or a ratio of 4.5:1. On Pages 26-27, two rows of males are pictured. The questions are: When does a child become an adult; how tall is a tall person? On Page 164, the examples for abbreviations are:

Arthur Cronan, M.D.	Dr. William Pence, D.D.S.
Albert Corwin, Ph.D.	Mr. & Mrs. J. D. Fitch

Why no women with titles other than "Mrs.?"

On Page 205, a black cat gives a girl an "eerie" feeling.

Several short fantasy stories are included to show writing styles and other peoples' ideas about people and nature. Four women are mentioned. Proserpina, the daughter of Ceres, was outsmarted by the evil Pluto. An old lady, Merda, brought sickness to the world. After a story on the Earth King and his two sons, there is a short paragraph on his daughter, much like an afterthought. Pandora opened her box of troubles, and boastful Arachne was transformed into a spider.

Thus, women featured are stupid, easily tricked, and bearers of evil and sickness. Men featured save whole tribes, bring salt to Japan, are famous generals, presidents, poets, and authors. Men also have a wanderlust and crave mystery and adventure. Women stay at home, or are "carried off" by adventuring men. Brave creative women in fact and fantasy exist in almost all traditions. Female heroines could and should have been included in this section.

The World of Language, 3, 1970, has 92 males versus 41 females, or 2:1. The stories included are mostly about boys, and very active ones at that'. Page 34 and 35 introduce a chapter entitled "Body Talk;" the illustrations are:

two boys holding ears, one boy jumping, two men jumping, a group of boys playing dodge ball, and a girl lying on a sofa reading

In the same chapter, Pages 46-47, Joey and Reggie are angry at a sign saying: No Ball Playing, Roller Skating, Bicycle Riding, or Dogs. Joey asks, "What do they want us to do? Play with dolls like girls?" Later, in another story, John has a white marble which represents a beautiful treasure. He shows it to Pamela, but she may not touch it. On Page 116, a woman named Miss Dowd exemplifies the ridiculous old woman-afraid-of-mice myth. On Page 117, under the title "Special Interest Words," the book says girls cannot understand baseball and boys cannot understand cooking because of the jargon. How absurd! If a girl can read a recipe and understand it, she most certainly can understand baseball jargon, and vice versa for boys. One story features Theresa Gomez, a migrant child who yearns to attend school regularly and become a nurse to help her people. She begins school, and the story ends on a hopeful note.

In The World of Language, 2, 1970, male pictures number 205 and female pictures are 143. The colorful pictures are modern and attractive, but do not make the girls and women exciting or creative. In this book, nameless girls read, write, jump rope, and play with dolls and flowers. Boys have names and do a number of different activities, but tney must stifle emotions. On Pages 98-100, Juanito tries not to cry as he looks for his lost dog. Although he is frightened of the strange streets of New York City, he bravely searches for his lost dog.

These newer language books try to speak to urban and minority children. Unfortunately, they forget that approximately one-half of these children are females. The men and women of tomorrow need a great diversity of language skills. They do not need to be told that certain jargons (jobs) are for males and others for females.

The mother of the future will be forced to find fulfillment outside traditional motherhood for the greater part of her life. Dependence will no longer be an option for either sex, whether it is financial dependence in the case of mother, or domestic dependence in the case of father. Competence will be necessary for both in a wide range of skills. Men can expect to find women competing with them as equals, especially with the added impetus of the Equal Rights Amendment recently passed by Congress. As the laws of probability suggest, it will not be unusual for a man to be surpassed by a woman in fair competition. Boys must be prepared for the inevitable, and textbooks and schools are one place to start.

THE READERS USED IN PITTSBURGH SCHOOLS

Scott-Foresman publishes the old favorite "Dick and Jane" series. Recently they have shaded in a few faces for token integration, and they change the names of the characters as the grade levels advance.

First let us look at Rolling Along and Splendid Journey, two books from the Open Highways series. With few exceptions, the books are sexist in many ways, both subtly and overtly. In terms of total focus, the books are primarily about males and their activities. From the raw information about picture-illustration content (pictures of males to females ratio is approximately 2.5/1 in the advanced book, Splendid Journey, and a 1.5/1 in the other book) to the fact that in all but a very few cases the males are the dominant actors, do the creative acts (build machines, catch wild horses, go to the moon), the women are primarily a backdrop in their maternal roles (including housekeeper, mother, nagging guardian of children, etc.). Women are frequently depicted in their marriage-homemaker roles. Men are not, excepting two - an inventor-husband (who is nagged by his wife) and a father who calls his daughter a tattletale and rescues his son from a tree. There are many situations in which females harrass kids (no junk in the yard, your clay bowl muddies the water, get these comics out of here...) and a man solves the female-caused or aided problem (by giving an art award, building a library, firing the clay, etc.). Girls allude to dating and future marriage; boys never do.

Linguistically, while no exhaustive study was done, it appears that there are numerous instances of boys using more elaborate language than girls (even older sisters) and the glossary of the advanced book focuses more on males as examples and treats females in negative ways in the examples. Girls are sometimes frightened unnecessarily by noises or strange objects (robots) that are primarily the products of male endeavors. Even neutral activities are made sexist by the lead-in stories or activities. Thus, when a story about cowboys and a male helicopter pilot rescuing a horse is followed by photographs of male-helicopter-related activities, and the pupils are told to "make your own helicopter," can that activity be considered neutral? More likely, it is ruined for girls, having been defined as male territory, a male activity, a tool used by males in tasks involving only other males. In only one story are females positive role models. A female ranch owner and a female elephant are the stars and heroines of that situation.

A single positive situation occurs in Rolling Along. A girl is the focus of the story. She initiates trade with boys, with a girl, gives an item to a woman and gets a reward, and she makes a clever concluding comment. She is the initiator, a creative and clever protagonist. This story is an example of what should appear multi-fold in future readers.

Open Highways is for the slower reader. In the 5th grade book, there is a 6:1 ratio, males to females. Of the story lines, 35 feature males as the main character and 5 feature females. Two girls are heroines; one saves herself and two boys who are trapped in a lighthouse, and the other saves a train and two men on a stormy night. However, "Alley at the Back of Things" is a more typical story. Bruce is the boss of the alley, always looking for ways to prove it; Willy acts tough and usually gets what he wants; Marylou likes to rescue things that need care; Robin used to live in the country -- he's intellectual.

In Vistas, for the average reader, the picture ratio is over 4:1, male to female. Story lines are predominately male, and the one story that is all girls is about a disaster of a luncheon they try to cook. Two females appear in the biography section. One is a frontier doctor and the other is Helen Keller; both women overcame many obstacles to become successful and are considered exceptions rather than the rule. Therefore, the value they have as role models is limited.

In Wide Horizons, for more able readers, there are five sections. Not many pictures are included. The first story emphasizes self-reliance and courage of a boy who chooses to live alone on a mountain for several weeks. He keeps a diary to prove how skillful and thorough he is. We found it interesting that the author is the daughter and sister of two naturalists. She used to take notes on their trips! The second section treats women as silly primping domestics. The third selection features a wild filly captured by men. In the fourth section, Thomas Jefferson is described as a genius. No one could compete with him. He was master of all things; he never failed. We think his perfection might overwhelm the average 11-year old reader. The fifth section is a story of a boy Viking hero. In the Viking world, "Women care little for honor and much for their children." Extra suggestions for reading are predominately about males: 24 featuring males, 6 featuring females, and 2 neuter.

A special reading program used in some Black schools in the Primary Education Program, (PEP), called the Sullivan Associates Reading Program, presents material in an interesting manner, has interesting stories, and generally is an improvement over standard reading books. By instances of omission, however, they convey a racist attitude, and by instances of omission and commission they convey a sexist attitude.

It is understood that the primary purpose of reading exercises is to develop reading and language skills, that repetition and continuity are a very important aspect of the teaching process, that sounds, words, etc., need to be taught in some kind of sequence, and that patterns are necessary. Nevertheless, it is felt that it would not take much imagination to diversify the illustrations and the word content to convey much less racism and less sexism.

For example, in Book 1, white male children and adults appear approximately 190 times in the illustrations (7 persons were portrayed repeatedly); white females appear approximately 67 times; therefore, white males appear about three times more than white females. Black males appear about nine times, and black females did not appear at all in Book 1. The black male situation is appalling, but the black female situation is inexcusable!

The pattern established in Book 1 is repeated, with some variation, throughout the entire series. Sam, a white male child, is the main character of the series. (Why not a black or white Pam?) He is joined by Ann, a white female. In

Book 2, a black female teacher appears. In Book 3, Ted, a black male appears and continues with some frequence, soon joined by Meg, a white female; but the main thrust of the story remains with white Sam and Ann, and several books later Ted and Meg disappear. A younger white Walt appears at one point and continues with some frequency. After the fairly frequent appearance of blacks in Book 4 (black females never appear frequently), blacks appear less and less frequently. In Book 15, two black male heads appear; and in Book 16, there are no blacks, male or female.

When examples of "just people" are needed to illustrate a concept, they are usually white males, occasionally black males. When a female appears, except for Ann and Meg, she usually appears as someone's wife or sister. Females appear as independent beings much less frequently than males do.

As the language becomes more sophisticated, males and females fall more and more into their traditional roles. Ann and Meg, it should be noted, are mischievious, active girls; but all too often they fall back on the patterns of damsels in distress or helpmate. Book 6, page 58: "Girls dress in skirts." "Boys dress in shirts and pants." Book 5, page 87, where Ann misses the ball with the bat and Sam hits it, the conclusion is that Sam is a better batter than Ann.

One particularly annoying feature is the almost total disregard for the words "women" or "woman." Both are quite within the vocabulary range of the series, e.g., Book 15, page 56, pitter-patter, merry-go-round, excited, decided, reaching, catching. In places where "women" is necessary, witness the following: "A man with a wife is a husband," but "a girl with a husband is a wife." "Man" and "girl" are constantly used together with the intention of portraying persons who are adults, but never "woman" and never "boy." Finally, in Book 16, we find, "A true knight never harmed women and children."

The term "mother" is used in such references as, Book 16, page 91, "Mother keeps a broom in the closet," and Book 16, page 56, "When your mother's dresses get wrinkled she irons them." Book 16, page 22, also states that "Most little girls like to dress up just for fun." What about boys? And, on Page 25, "Big boys seldom/often play with dolls." (Choose the correct word.) In the later books, there is emphasis on knights, kings, chivalry, princesses, etc., all excitingly portrayed in an almost all-white fairy tale world, geared for almost all-white middle class audiences.

What are our conclusions about The Sullivan Readers? They are no better than other textbooks regarding sex role stereotyping. Of greater significance in this series is the near total lack of black female models of any kind. The reason for their omission is incomprehensible.

Another special group of readers was written especially to appeal to the urban child. They are collectively called The Bank Street Readers. We examined four.

In Around the City, primer, there are 103 pictures. Boys are shown playing on bars, dressed in cowboy hats, playing baseball, and other traditionally "typical boy" games, while girls are playing hopskotch, jump rope, and other traditional "typical girl" activities. With one or two exceptions, the active, aggressive roles were reserved for the males, while the subdued, reticent roles were applied to the females portrayed. In pictures with adults, girls were with mother, and boys with father. A few girls were shown with male adults, but no boys were shown with female adults.

Boys are shown to be more imaginative and mechanically minded. Children were given an old box. The boys found it and used it for a train, a plane, and a boat, while girls used it for a house. Male adults were authoritative. Mothers and daughters prepare food for the family; fathers and sons paint.

Round the Corner is listed as a 3rd level, Book 2 category. On the first 41 pages of the book, there are 32 adult figures represented and 32 children. Males dominate the scenes again. Twenty-two of the adults are male; 19 of the children are male. The remainder of the book is a continuation of the same male dominance in activities, relationships, and numbers.

My City is a 2nd reader, Book 1. Of the total of 57 male pictures, only 3 were portrayed in what could be considered female roles. Of a total of 72 females, none was portrayed in a traditional "male" role. Boys were aggressive, played out-of-doors. Girls were mini-mommies. Two-thirds of the children pictured were boys. Women are shown in dresses, often with aprons. Men, of course, have "work clothes" and relaxation outfits. Stories about boys greatly outnumber those about girls in this book.

City Sidewalks, a third grade, level 1, book, has 117 boys/60 girls and 122 men/80 women pictured. Some of the story lines are as follows:

> "What could Nick say? He didn't want Judy to see how scared he was of the big boys. But maybe she was afraid too." (page 29)
>
> Then, on page 31, Nick acts brave to "protect" Judy and she says, "I bet they won't keep on picking on you. They know you're brave!"
>
> The story of Hattie: she talks all the time and creates havoc. In the end, she accidentally prevents a bank robber's getaway and, when presented with an award by the mayor (a white male), she is speechless.
>
> One story has a brother-sister team who tries to help their uncle. They play a trick on him instead, and Tina giggles the whole way through the story.

Kim is very creative to find ways to bring a pet home. He clears a yard, sells junk for pet food money, etc. Even American males of Oriental background are clever and resourceful!

Man outsmarts woman into feeding him by fixing "nail soup." In the teacher's edition, the Story Values for this story are, "The poor but smart lad is a favorite folk hero."

In another story, a boy outsmarts and scares his little sister so she won't watch monster stories. He is really afraid of them but can't admit it, so he resorts to all sorts of trickery to prevent her from watching them. He wins.

Finally, a boy finds a water leak that has frustrated several women. His father then fixes it by shutting off the water valve until male plumber can come. Story Values: "The Pipes are Leaking:" "First he (Eddie) seeks responsible adult help, then he uses his common sense; but most important, he refuses to be panicked by the panicked adults about him" (who happen to be women)!

Let us quote from the forward, by John H. Niemeyer, President, Bank Street College of Education:

> "For the urban child, whatever part of the city he comes from, the Readers come to life with a continuous series of shocks of recognition: people, places and things <u>he</u> knows and cares about. In the pages of the Bank Street Readers, perhaps for the first time, the urban child will meet <u>himself</u>. Hopefully, this will strengthen <u>his</u> self-concept. For to represent in textbook story and picture is to accept, and to accept is to dignify." (Emphasis ours.)

We though of thousands of urban children who would not recognize themselves. Where are the working mothers, who combine financial responsibility and care of home and family successfully? One widow and her son were included, but the mother sits at home all day while Mario is at school. A highly unlikely situation!

What of girls in urban settings? Evidently they are more foolish and dependent than ever. The myriad sights, smells, sounds, and opportunities for adventure and excitement in the city escape girls and women, at least in these readers. Where are the universities and their students? Every major urban area has at least one college, and most have several. Women are returning to school in great numbers. The mother who returns to school usually develops greater empathy with her student-children. Such a situation would provide several interesting story lines.

And what of the fathers who live in apartments, ride buses and subways, and therefore have little to "fix" when they come home? That could provide ample opportunity for father-children interactions. In these readers, fathers are seldom mentioned. Furthermore, a small apartment can provide ample opportunity for interaction between adults. They might even touch!

If textbooks accept and dignify a role or situation, let the situation be positive for all people and things involved. Urban children face complex problems and urban adults must provide creative alternatives to help them tackle these problems. Bank Street Readers fail to grapple with these problems adequately and, most especially, they fail girls miserably.

What do these samples indicate about how girls and boys are portrayed and motivated in our readers? Girls do not usually excel. The readers present a twisted view that happiness for girls and women lies chiefly in giving happiness to boys and men. Success, excitement, confidence, and status for women must be derived from association with the "powerful" sex. Girls learn from these texts that boys are doers and thinkers; girls must remain passive to remain feminine.

Boys get a potent message from these texts, that they are superior human beings above household chores. They learn through countless "rites of passage" stories that they will one day become the sex upon whom the workings of the world depend. No comparable attempt is made to build up the expectations of girls, to create esteem and optimism about their future possibilities. Boys are shown in faraway settings courageously coping with anything that might happen. They never cry; they need no one.

SCIENCE

We examined nine science books used in Grades K-5, including 3 special books for slower students published by Silver Burdette Company. Three of these were examined. The others are published by D. C. Heath. Picture counts yield the following:

K ..... Males 45/females 34
Sc. 1 .. 219/171
Sc. 2 .. Over 2/1
Sc. 3 .. 198/88, well over 2/1
Sc. 4 .. Men 85/women 25, over 3/1
Boys 95/girls 61, 1.5/1
Sc. 5 .. Men 100/women 11, or 9/1
Boys 60/girls 47

- Sp. Ed. 1 .. 76/37, or over 2/1
- Sp. Ed. 2 .. Again, over 2/1
- Sp. Ed. 3 .. 84/36, or almost 2.5/1

As these numbers indicate, the higher the grade level the less are girls and women depicted. A girl thumbing through the 4th grade science book could see

girls using microscopes; women shown, however, are wearing aprons and carrying bags of food. It might make female students wonder why a girl should learn to use a microscope. Then, one year later, the girl students are put into their places! They record the results and boys conduct the experiments. Women are virtually ignored in the 5th grade book; one token nurse is shown, assisting a male doctor. The rest are "mothers." Men are explorers, scientists, botanists, and ecologists. Rachel Carson is ignored; Marie Curie might never have lived.

Thus, by age 11, girls are shown they need not aspire to a career in science. They may teach; they will cook and clean house and tend to babies and husbands.

In science in the first grade, boys use tools and instruments such as binoculars, telescopes, and microscopes. Girls use toy mixers. In one poignant scene, the father and son are playing with a train on the floor while a girl holding a toy mixer looks longingly at the males. Why couldn't all three be playing with the train? Women fare slightly better in these early books. There are several teachers, a couple of nurses, and, of course, dozens of mommies wearing hats or aprons. Men fix bikes, own stores, discover old bones, sail boats, build outdoor fires, and use a wide variety of "skilled craft" tools.

In the first grade special education book, males outnumber females 2:1. One woman singer is shown; the others are mothers. One very potent series of captions seems to sum up the attitude toward a girl's potential:

> This baby girl is 3 hours old. This baby girl is 1 month old.
> She will grow and grow. Someday she might be a mother.
> Someday she might be a grandmother.

Meanwhile, under the chapter entitled "How Work is Done," men perform several types of tasks. Thus boys can assume that they can grow up and do almost any job. Being a father is not considered enough for a "real man." Why is it that women are so restricted? Yet, even as mothers, women in texts can't handle a crisis. In the second grade health book, Bobby falls from a tree and breaks a leg. "Luckily Bobby's father was home that day." How infuriating! Women have handled emergencies for thousands of years, especially when children are involved.

In the second grade science book, sex segregation is glamorized when father and son build a tree house and paint a "no girls" sign on it!

In the third grade special education book, women are first mentioned on page 103. The first female picture occurs in Unit 4, pages 124-5: one girl and seven boys jumping on a trampoline. The generic "man" is used constantly throughout this book, where "person" would often be appropriate. The rugged

athletic semi-violent he-man role is stressed. As chapter title on page 161, we find "Man: The Supreme Animal." Then, on page 171, "A milestone is reached with the first shave," and it shows a male adolescent looking into a mirror. Men are shown doing exercises to keep fit. What about milestones or physical fitness for girls and women?

What are these science books saying to the pupils? To boys -- be assertive, creative, don't hesitate to experiment, and the world is yours. The world of machines, money and power, that is. To girls -- be patient, your body is your destiny, forget your brain. But don't have too strong a body, either; it isn't feminine!

We would like to see more women in science books. They can be found in history, real women who have excelled in a variety of fields. The committee on textbooks felt that the publishers should strive to represent society as it actually is -- at least 51 percent women. Job situations could be group scenes; women scientists are not as rare as many think, and it would be useful and realistic to represent scientific research as being done by groups of men and women. Texts should also strive to provide inspiration to the students. Women who have excelled in science must be included wherever possible to provide positive role models in this field. Many modern texts include references to the space program and to male American astronauts. The Russian cosmonauts, and the woman who went, could easily be mentioned. Girls would see that they, too, have a place in science and exploration of the future.

SOCIAL STUDIES

Social studies must help students understand and evaluate their communities and its people. History and geography are integral parts of social studies programs. Women's achievements are ignored in history, especially in American history, where the pioneer ethic seemed somehow "unfeminine." In these books, books, it is essential that women be included. Until such books are available, bibliographies should be made available and teachers encouraged to use them. In an article entitled "Women in U.S. History Textbooks ' by Janice Law Trecker, as reprinted in the Congressional Record, July 15, 1971, there is a list of 100 books about famous women in history. It does not include women who were famous only because they married famous men. Other such bibliographies could be compiled, and librarians urged to stock these books.

Meanwhile, we have reviewed some of the social studies books used here. Communities and Social Needs is representative of the type of material presented. On the surface, it seems harmless enough. It even says that men and women are elected to Congress and they make the laws. Yet, when they talk about an actual law, passed in 1818, they say the "men of Congress." When they talk about the American flag, they say George Washington flew it first.

They even neglected Betsy Ross! Famous people mentioned are all men; nowhere is a famous woman mentioned.

More discouraging than the above is the emphasis placed on men as workers and wage earners. The teachers' edition stresses, "All men need to earn money with which to pay for food, clothing, and a place to live." The students' book says, "Most families must earn money to pay for the things they need and want." Thus, the teacher is being urged to make the connection between men earning money for the families. The pictures of men on the job proves that they do support and produce for their family and their community. Women are shown making flags in a factory. Mostly, women are depicted as community helpers who volunteer after their children have grown, as if a woman cannot be a good mother and work outside the home, be it volunteer or for a wage. Naturally, women who must support their families are ignored. The community is based on father-mother-children (two or three) households and any other contributions are minimal, so they imply.

We believe strongly that social study textbooks have an obligation to offer meaningful alternatives to the students. The books show how life used to be; why not speculate on how life could be, with communities where all people share all community responsibilities. Reinforcing negative attitudes towards women or minority groups only perpetuates problems in society.

There is a great need for mention of prominent women in this area. Many of the great social reformers were women. If they don't fit into the "lesson plan," a bibliography must be included to encourage outside research. It is never too young for children to learn that men and women helped make our country the way it is today. Girls must have positive role models; boys must not be permitted to continue on the ego-trip of history as being made by men only. In the teachers' edition, there is a poem; it should be in the student book, also. It is written by Harriette Wilbur Porter, a woman.

FUTURE PLANS.

My brothers and their playmates all
Keep planning what they'll do
When they are very big and strong
And educated, too.

Tom says he'll be a carpenter.
Don wants to be a cop.
And Bob will keep a grocer, store
Or else a candy shop.

John wants to be an engineer,
And Carl a pastry cook.
And George will go to practice law.
And Ben will write a book.

They're all so full of business plans
They won't have time to be
The President in Washington --
Which leaves that job for me!

MATHEMATICS

In math books, boys are active and try to solve sports-related problems and construction problems. In the word problems, boys hike and ride bicycles; they measure distance or speed. They relate math to nature; counting rings on a tree, hunting butterflies or frogs, camping out, and mowing lawns. In the story problems, the generic male pronoun is often used. "The time before man learned to write and record..." shows dinosaur in relation to five men standing on each other's heads to show height. In money and percentage problems, men are the main subjects. Men also lift "heavy" weights. Men drive cars; often problems concerning distance contain references to Mr. Smith's job that takes him away from home. In a third grade textbook, Tom has 15 planes; Karl has 15 cars; Jeff has 8 cars; Susan has 18 cents -- she wants to buy fish; Mary has 4 dolls; and Brenda has 13 lollipops. Thus boys identify with mechanical toys; girls practice being mothers, and superficial ones at that.

Women measure fabrics and ingredients for cakes. Women buy food and cook it, and that's about all. Most women in the pictures have aprons on.

Many math texts try to use circles and other geometric shapes for presenting number line concepts. They could certainly be more imaginative and fair in their story problems.

COMMENTS AND RECOMMENDATIONS

The groundwork for a healthy adjustment to social change has to be laid in childhood. Texts are an important part of this groundwork. Changes in role models and the behavior patterns they depict can have a great impact on the changing images children have of themselves. Only the strongest can function under a constant barrage of self-doubt and social disapproval. If we wish our children to avoid the destructive conflicts in social relationships which can be traced to the effects of sex role conditioning, then we must begin now to reform their image-makers. Textbooks are important image-makers and image-breakers.

There should be girls and mothers solving problems unassisted by boys and fathers. Girls should earn recognition for achievement; tangible rewards or awards should be presented to girls as well as boys. Mothers in textbooks must be employed outside the home, or be enrolled in college, just as they are in society. Independent working women who are not mothers exist, too, and

should be shown in the texts. Girls and boys must play on equal terms; no allowance for a "girl's weakness" should be encouraged in sports. Girls might occasionally be shown as rough, unpleasing, or rude, just as boys are allowed and sometimes expected to be; men and boys should show emotions -- all of them. Childless couples and single-parent families should be shown realistically and unpatronizingly.

Women and men people the World. Therefore, titles, chapter headings, etc., must no longer refer to people always as "man" or "men." References such as "the pioneers and their wives" must be eliminated. Large segments of any society are peopled by both men and women, or would be if class discrimination were not practiced by the members of that segment. Girls and boys will develop healthy, egalitarian egos when both are included in all references to important, exciting, pace-setting happenings in our textbooks. When the contributions of women and men, as individuals and as a group, are included in all lists of important people, girls and boys will aspire to a life of full equality, based on the talents of each person.

Quality Education strives to provide opportunities to each student to learn and study as much as she or he is able to accommodate, while continuously encouraging each student to strive for even greater achievement. No school can provide quality education while using sexist textbooks.

Stereotyping stifles students.

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The following is a list of the books reviewed by one or more members of our committee; they are listed by title and publisher and grade levels.

1. New Directions in English: Harper & Row Publishing Co. 4
2. In These United States and Canada: D. C. Heath & Co. 5
3. Elementary School Mathematics: Addison-Wesley 6
4. Science in Your Life: D. C. Heath & Co. 4
5. Modern School Mathematics: Houghton Mifflin Co. 3
6. Science Far and Near: D. C. Heath 3
7. The World of Language: Follet Ed. Corp. 3
8. Science: Silver-Burdett Co. .....(Special Ed.) 3
9. Wide Horizons: Scott, Foresman & Co. .....(More Able Readers) 5
10. Open Highways: Scott, Foresman & Co. .....(Slow Readers) 5
11. Vistas: Scott, Foresman & Co. .....(Average) 5
12. Science: Silver Burdett Co. .....(Special Ed.) 1
13. Science for Work and Play: D. C. Heath & Co. 1
14. Science for Here and Now: D. C. Heath 2
15. Concepts in Science:(Teacher's Edition) ..... K
16. Words Work for You: MacMillan English Series 4
17. Enjoying English: L. W. Singer Co. 3
18. The World of Language: Follet Ed. Corporation 2
19. Learning to Use Arithmetic: D. C. Heath & Co. 4
20. Exploring Regions Near and Far: Follet Co. 4
21. Ways of Our Land: Silver Burdett 3
22. Holiday Reader: Noble & Noble .....(Unclassified) -

23. Four Lands, Four People: D. C. Heath 4

24. Man Changes His World: L. W. Singer Co. 4

25. Communities and Social Needs: Laidlaw 2

26. Working Together: Follett Co. 3

27. Your Town and Mine: Ginn & Co. 3

28. Rolling Along, Book 1, Part 2,
Open Highways Series: Scott Foresman 1

29. Splendid Journey, Book 3, Part 1
Open Highways Series: Scott Foresman 3

30. Friends Old and New: Scott Foresman 2

31. Health and Growth: Scott Foresman ..... 1 and 2

32. Programmed Reading Books, 1-20
(PEP Program): McGraw Hill ..... Elementary

33. The Bank Street Readers: MacMillan Company
Around the City 1
Round the Corner ..... 3rd Reader, Book 2
My City ..... 2nd Reader, Book 1
City Sidewalks ..... 3rd Reader, Book 1

SEXISM IN TEXTBOOKS IN PITTSBURCH PUBLIC SCHOOLS

The following people investigated at least one of the books reviewed; most did several books. All discussed their findings and most submitted written reports which are condensed in this document.

In alphabetical order:

Chapman, Toby
Downie, Ms. Susannah
Ehrenpreis, Ms. Lin
Katovsky, Ken
Matlack, William
Scardina, Ms. Florence
Seager, Ms. Helen
Smith, Ms. Eleanor
Vanda, Ms. Synthia

This report is submitted to the Pittsburgh Board of Education, April 18, 1972, by this committee through our chairperson, Ms. Florence Scardina.

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FREEDOM OF THE PRESS BELONGS
TO THOSE WHO OWN THE PRESS!

October, 1973, update.

One new textbook series has been added since April, 1972, for use in the primary grades. These new social studies texts are little improvement over the previous texts; I examined two books.

Families and Social Needs: Laidlaw, 1972, grade 2, emphasizes the family as it functions in society all over the world. The authors ignore any but the nuclear family, and even project this concept onto cultures where the extended family still dominates. In this text, fathers in all countries do many jobs; most mothers stay home, but when they work away from home "they take care of their families too." Why aren't men supposed to "take care of their families too?" Since women are 40% of the work-force in America today (and a larger percentage in many countries) texts do not need to soft-peddle the employed mother. Instead, children need to feel that every adult must have the capability of being financially independent, and that if a person can choose to stay at home, that person is making a great contribution to society in her or his own way. In the back of the book, the glossary of social science words includes:

jobs: cheesemaking (male stirring vat), storekeeping (man stocking shelves), watchmaking (man);
money: borrow (man from man), earn (female paymaster pays man), spend (two men exchange goods for money);
School: male principal and female teacher.

The blatant sexism in this glossary listing needs no further comment.

The other book examined is Pittsburgh - A Steel Making Community: Allyn & Bacon, 1970, grade 3. In chapter one, two boys, Billy and Joey, discuss Daddy, who brings Joey a bicycle (a steel horse) for his birthday. The book then probes the history of Pittsburgh and the steel industry here. Most of the pictures are people-less; the few photos with people are almost exclusively male persons. On page 63, the title "Things Men have Built" opens a chapter on "cultural features:" bridges, buildings, etc. While traditionally construction crews were all male, no town built or uses cultural features without assistance from many women in many ways. A more appropriate title would have been "things built by and for people." Five women are shown in the book -- as a typist, switchboard operator, a grocery clerk, operating room assistants, and a worker on a Heinz assembly line. While these pictures represent a step forward from the usual passive onlooker female role, the occupations are not particularly inspiring, and the book could easily have shown a few more women. Men, of course, work in steel mills and on the mining equipment; they also do many other jobs in this book to show the students that Pittsburgh offers a wide variety of occupations -- for the males!

All in all, I consider these two additions to the textbook library no improvement over those previously in use. That the Pittsburgh Schools would buy such sexist texts even after our report of April, 1972, is probably a step backward on the road to equality for the girls and boys of the Pittsburgh Public Schools.

submitted by Florence Scardina